

## Conventions of Drama



### Lesson Preparation

Daily Lesson 4	READING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.Fig19A,B E1.4A E1.5B	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.               <ul style="list-style-type: none"> <li>— What techniques do playwrights use in drama?</li> <li>— How do these techniques add meaning?</li> </ul> </li> <li>Understanding the connections between literary elements facilitates the reader's ability to make meaning of the text.               <ul style="list-style-type: none"> <li>— How do literary elements connect?</li> </ul> </li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Classic play (class set)</li> <li>Supplies such as poster board (1/4 sheets), glue, scissors, old magazines, marker, color pencils, crayons</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Collect supplies students may need to complete Performance Indicator.</li> <li>Prepare a model visual representation of the character that was modeled in Daily Lesson 03.</li> </ol>	
<b>Background Information</b>	This Instructional Routine assesses Performance Indicator: <i>"Choose a soliloquy or monologue spoken by a character in a play. Create a visual representation (e.g., drawing, collage) of the character as evidenced by the literary devices used by the author"</i>	

Daily Lesson 4	READING
Teacher Notes	

## Instructional Routines

### READING

Daily Lesson 4	
<b>Duration and Objective</b>	Suggested Duration: 50 min.  Content Objective: Students create a visual representation of a character based on his/her spoken words in a soliloquy or monologue.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Review the purposes of a soliloquy and a monologue. Ask: <b>What do these dramatic elements allow the playwright to do?</b> Discuss responses.</li> <li>2. Review the notes from the <b>Think Aloud</b> in Daily Lesson 03, drawing conclusions and making predictions about the character based on the soliloquy or monologue spoken by the character.</li> <li>3. Display Performance Indicator: <i>"Choose a soliloquy or monologue spoken by a character in a play. Create a visual representation (e.g., drawing, collage) of the character as evidenced by the literary devices used by the author."</i> Clarify expectations as needed.</li> <li>4. Display the model visual representation. <b>Think Aloud</b> to explain the visual representation.</li> </ol>
<b>Learning Applications</b>	1. Students create a visual representation of a character based on a soliloquy or monologue.
<b>Closure</b>	1. Post representations around the room and conduct a <b>Gallery Walk</b> so students can view the work of others.